

Section E: Program Matrix

| Program Review Matrix Special Education | | | |
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| Arizona Professional Teacher Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan. The performance assessment shall measure the extent to which the teacher's planning: <ol style="list-style-type: none"> 1.1 Focuses instruction on Arizona's academic standard 1.2 Focuses instruction on the school and district's academic standards 1.3 Aligns curriculum with the student assessments 1.4 Addresses any physical, mental, social, cultural, and community differences among learners 1.5 Addresses prior knowledge of individual and group performance 1.6 Indicates short and long-term curriculum goals 1.7 Includes appropriate use of a variety of methods, materials, and resources 1.8 Includes learning experiences that are developmentally appropriate for learners 1.9 Includes learning experiences that address a variety of cognitive levels 1.10 Includes learning experiences that are appropriate for curriculum goals 1.11 Includes learning experiences that are based upon principles of effective instruction 1.12 Includes learning experiences that accurately represent content 1.13 Incorporates appropriate assessment of student progress Council for Exceptional Children (CEC) Standards Standard 1: Foundations: Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. Standard 4: Instructional Strategies: Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula ³ and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan. Standard 7: Instructional Planning: Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction. | | | Rubric Score (Evaluator use only). |
| Provide information and evidence that students meet this Arizona Standard. Address at the overall standard level, not standard indicators. | | | |
| Course Where Standard Is Assessed | Field Experience Where Standard Is Assessed | Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative) | |
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Data - Provide summary of data collected to provide evidence that students meet Arizona Professional Teacher Standard 1. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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| <p>Arizona Professional Teacher Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:</p> <ul style="list-style-type: none">2.1 Establishes and maintains standards of mutual respect2.2 Displays effective classroom management2.3 Encourages the student to demonstrate self-discipline and responsibility to self and others2.4 Respects the individual differences among learners2.5 Facilitates people working productively and cooperatively with each other2.6 Provides a motivating learning environment2.7 Promotes appropriate classroom participation2.8 Listens thoroughly and responsively2.9 Organizes materials, equipment, and other resources appropriately2.10 Applies to daily practice the ethics of the profession <p>Council for Exceptional Children (CEC) Standards</p> <p>Standard 5: Learning Environments and Social Interactions: Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.</p> | | | <p>Rubric Score</p> <p>(Evaluator use only).</p> |
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| <p>Course Where Standard Is Assessed</p> | <p>Field Experience Where Standard Is Assessed</p> | <p>Artifacts/Evidence</p> <p>What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)</p> | |
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Data - Provide summary of data collected to provide evidence that students meet Arizona Professional Teacher Standard 2. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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| <p>Arizona Professional Teacher Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:</p> <ul style="list-style-type: none"> 3.1 Appropriately implements a teacher-designed lesson plan 3.2 Communicates to students specific standards and high expectations for learning 3.3 Links learning with students' prior knowledge, experiences, and background 3.4 Models the skills, concepts, attributes, or thinking processes to be learned 3.5 Demonstrates effective written and oral communication 3.6 Uses appropriate language to communicate with learners clearly and accurately 3.7 Uses strategies that are appropriate to students' developmental levels 3.8 Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity 3.9 Encourages critical thinking 3.10 Connects lesson content to real life situations when appropriate 3.11 Uses technology and a variety of other resources appropriately 3.12 Uses a variety of effective teaching strategies to engage students actively in learning 3.13 Maximizes the amount of class time students are engaged in learning which result in a high level of success for students 3.14 Provides opportunities for students to use and practice what is learned 3.15 Adjusts instruction based on feedback from students <p>Council for Exceptional Children (CEC) Standards</p> <p>Standard 2: Development and Characteristics of Learners: Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)¹. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p> <p>Standard 3: Individual Learning Differences: Special educators understand the effects that an exceptional condition² can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p> <p>Standard 4: Instructional Strategies</p> <p>Standard 6: Language: Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>Standard 7: Instructional Planning</p> | | | <p>Rubric Score</p> <p>(Evaluator use only).</p> |
| <p>Provide information and evidence that students meet this Arizona Standard. Address at the overall standard level, not standard indicators.</p> | | | |
| <p>Course Where Standard Is Assessed</p> | <p>Field Experience Where Standard Is Assessed</p> | <p>Artifacts/Evidence</p> <p>What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)</p> | |
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Data - Provide summary of data collected to provide evidence that students meet Arizona Professional Teacher Standard 3. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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| Arizona Professional Teacher Standard 4: The teacher assesses learning and communicates results to students, parents and other professional with respect to students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher: 4.1 Promotes student self-assessment 4.2 Uses a variety of appropriate formal and informal assessments aligned with instruction 4.3 Maintains records of student work and performance and uses them to guide instructional decisions 4.4 Offers students and parents appropriate feedback on progress toward learning expectations 4.5 Maintains privacy of student records and performance Council for Exceptional Children (CEC) Standard Standard 8: Assessment: Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments. | | | Rubric Score (Evaluator use only). |
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| Arizona Professional Teacher Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post-secondary education. The performance assessment shall measure the extent to which the teacher: 5.1 Works with parents to enhance student learning at home and school 5.2 Collaborates with other professionals and agencies to improve the overall learning environment for students 5.3 Accesses community resources and services to foster student learning 5.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals 5.5 Collaborates with colleagues to meet school and district goals Council for Exceptional Children (CEC) Standard Standard 10: Collaboration: Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services. | | | Rubric Score (Evaluator use only). |
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Data - Provide summary of data collected to provide evidence that students meet Arizona Professional Teacher Standard 5. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

| Arizona Professional Teacher Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan. The performance assessment shall measure the extent to which the teacher: 6.1 Reviews his or her practices and evaluates the influences of those practices on student growth and learning 6.2 Designs and continually adapts a professional development plan for improving instruction and student learning 6.3 Engages in activities that implement the professional development plan 6.4 Uses employer's documentation of his or her performance to develop a professional development plan 6.5 Pursues professional activities to support development as a learner and teacher Council for Exceptional Children (CEC) Standard Standard 9: Professional and Ethical Practice: Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them. | | | Rubric Score (Evaluator use only). |
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| Arizona Professional Teacher Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a Bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona's academic standards. The subject knowledge assessment shall measure the extent to which the teacher has knowledge of: 7.1 Skills and concepts related to the subject areas 7.1a At the elementary level, the teacher demonstrates knowledge of language arts, reading, math, science, social studies and fine arts 7.1b At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach 7.2 Major facts and assumptions that are central to the discipline 7.3 Debates and processes of inquiry that are central to the discipline 7.4 Integration of disciplinary knowledge with other subject areas 7.5 Connections between knowledge of the subject areas and real life situations at the level of the students being taught Council for Exceptional Children (CEC) Standard Standard 1: Foundations Standard 7: Instructional Planning | | | Rubric Score (Evaluator use only). |
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| Arizona Professional Teacher Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning. The professional knowledge assessment shall measure the extent to which the teacher has knowledge of: 8.1 A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level 8.2 Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas 8.3 Principles and techniques associated with various instructional strategies 8.4 Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals 8.5 Methods for recognizing and accommodating exceptional children 8.6 Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community of student learning 8.7 Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work 8.8 Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts 8.9 The characteristics, uses, and advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development 8.10 Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring 8.11 Services and resources to meet the needs of exceptional children and how to access the services and resources 8.12 Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system 8.13 Laws and ethics related to student, parent, and teacher rights and responsibilities Council for Exceptional Children (CEC) Standards Standard 2: Development and Characteristics of Learners Standard 3: Individual Learning Differences Standard 4: Instructional Strategies Standard 5: Learning Environments and Social Interactions Standard 7: Instructional Planning Standard 8: Assessment | | | Rubric Score (Evaluator use only). |
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| Arizona Professional Teacher Standard 9: In collaboration with other professionals and parents, the <u>special education teacher</u> participates in the design, implementation, and assessment of individualized education programs. The performance assessment shall measure the extent to which the <u>special education teacher</u>: 9.1 Demonstrates knowledge of disabilities and their educational implications 9.2 Demonstrates knowledge of state and federal special education laws, rules and regulations 9.3 Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning 9.4 Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability 9.5 Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and the individual behavior management techniques 9.6 Utilizes para-educators and para-therapists effectively through training and supervision Council for Exceptional Children (CEC) Standards Standard 1: Foundations Standard 2: Development and Characteristics of Learners Standard 3: Individual Learning Differences Standard 4: Instructional Strategies Standard 5: Learning Environments and Social Interactions Standard 7: Instructional Planning Standard 8: Assessment Standard 10: Collaboration | | | Rubric Score (Evaluator use only). |
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